



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYP1501HF
Course Name: Boundaries and Bridges: Care of Self, Care of Others
Campus: St. George

Instructor Information

Instructor: Wanda Malcolm Teaching Assistant:
E-mail: wanda.malcolm@wycliffe.utoronto.ca E-mail:
Office Hours:

Course Prerequisites or Requisites

None.

Course Description

This three-hour pass/fail course introduces students to the basics both of attending to their own wellness and to providing pastoral care to others. It involves a combination of theoretical/conceptual learning as well as experiential skills training and practice. The class format is comprised of responses and discussions of readings, short lectures with an emphasis on dialogue and discussion, experiential learning events, and the practice and demonstration of component skills. **Consistent attendance and timely submission of course assignments are both required in order to pass this course.**

Course Methodology

Tutorials, seminars, readings, journals, small groups, demonstrations

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will demonstrate the following:	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• Articulate, in both oral and written forms, their	Seminars, small groups, journals	MTS: 2.1, 2.3

understanding of the concepts taught in the course;		MDiv: 2.2
• Demonstrate the constituent skills involved in providing effective, ethically responsible pastoral care;	Journals, small groups, demonstrations	MTS: 3.3 MDiv: 2.4, 3.3
• Increased capacity for friendly self-curiosity and compassionate courage so that they can cultivate healthy self-understanding without self-absorption, and healthy self-acceptance without self-indulgence;	Journals, small groups, demonstrations	MTS: 3.2, 3.3 MDiv: 3.2, 3.3
• Improved ability to establish and maintain appropriate personal boundaries, and to recognize and respect others' boundaries;	Journals, small groups, demonstrations	MTS: 3.3 MDiv: 2.4, 3.2, 3.3
• Cultivation of a level of comfort with and responsiveness to constructive criticism;	Journals, small groups, demonstrations	MTS: 3.2 MDiv: 3.2
• Increased awareness of interpersonal dynamics for the purpose of identifying and working constructively with interpersonal situations that may prove difficult;	Journals, small groups, demonstrations	MTS: 3.3 MDiv: 2.4, 3.3
• Identification and increased ability to work with the vulnerabilities and sensitivities that evoke automatic and sometimes maladaptive self-protective coping mechanisms when confronted with difficult interpersonal situations;	Journals, small groups, demonstrations	MTS: 3.2 MDiv: 2.4, 3.2, 3.3
• Improved ability to be present in authentic caring ways in interpersonal interactions.	Small groups, demonstrations	MTS: 3.2, 3.3 MDiv: 3.2, 3.3

Course Resources

Required Course Texts

- Stone, D., Patton, B. and Heen, S. (2nd edition, 2010). *Difficult Conversations: How to discuss what matters most*. New York: Penguin Books.
- Thomas, K. and Kilmann, R. (200X) *Thomas–Kilmann Conflict Mode Instrument* Xicom Inc.
- Thompson, C. (2010). *Anatomy of the Soul*. Tyndale House Publishers, Inc.

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (September 15) Introduction. Knowing Yourself. Differences and Expectations. *Assignment Due:* Formation of practice triads/quads.

Week 2 (September 22) First videotaped demonstration. The Four A's of Being Present. *Assignment Due:* Image.

Week 3 (September 29) Effective Communication.

Week 4 (October 6) Empathic Listening. *Assignment Due:* 1st Verbatim.

Week 5 (October 13) Having the Time of Your Life.

Week 6 (October 20) Safeguarding Relationships. *Assignment Due:* Time.

Week 7 (October 27) Reading Week.

Week 8 (November 3) The Neurobiology of Emotion.

Week 9 (November 10) Emotional Literacy. *Assignment Due:* Emotion.

Week 10 (November 17) Tower Building Exercise.

Week 11 (November 24) Responding to Conflict. Demonstrating Face-to-Face Feedback. *Assignment Due:* Conflict.

Week 12 (December 1) Second Videotaped demonstration. Wrapping Up the Loose Ends.

Week 13 (December 8) Triad Feedback. *Assignment Due:* Johari Windows.

Course Topics:

1. **Knowing yourself the way God already knows you, and seeing yourself being seen:** what does this mean, and what does it look like when it is happening?

2. **Differences and Expectations:** This unit looks at your image of yourself as a person engaged in ministry. The focus is on learning to differentiate between who you really are, who you think you ought to be, and who others want you to be.
3. **The Four A's of Being Present:** Awareness, authenticity, attunement, and acceptance.
4. **Empathic Listening:** how to create listening spaces that are safe enough for us to see ourselves being seen by another person, and to dialogue about what we are learning from seeing ourselves being seen by God.
5. **Having the Time of Your Life.** What is your relationship with time: do you spend it recklessly, budget it as realistically as possible and make adjustments as necessary, or squeeze as many "important" things into a day as you possibly can?
6. **Safeguarding Relationships:** how to create and maintain mutually respectful and trustworthy caring relationships that are neither invasive nor evasive.
7. **Understanding Emotion:** this unit has two parts: The Neurobiology of Emotion (a whirlwind tour of how the brain works and why emotion is inevitable and has primacy over intellect), and How Can we Know if/when our Emotions are Healthy and Trustworthy (working with your own and other people's strong emotions with sensitivity and wisdom).
8. **Effective Communication:** This unit looks at the elements of effective communication and some of the common communication errors people make.
9. **Responding to Conflict:** how to initiate and engage in difficult conversations productively, without avoiding or escalating interpersonal conflict. This involves recognizing and taking responsibility for the ways in which your personal gifts, skills, vocational role and material resources are sources of personal agency and influence.
10. **Wrapping up Loose Ends:** making room to breathe because we will get behind over the course of the semester!

Evaluation

Requirements

Course Assignments:

- 1) **Journaling Assignments:** a set of five (5) self-reflection exercises will be assigned that are designed to facilitate students' efforts to internalize and consolidate healthy self-awareness and accurate self-understanding without becoming self-absorbed or self-indulgent.
- 2) **Demonstrations of Basic Skills of Pastoral Care:** Students will be required to work in groups of three or four members to produce a set of two videotaped demonstrations of their pastoral care skills. The first recording will be made during the second week of class and the second one during the eleventh week. The overall assignment is comprised of four subtasks:
 - i) Each student will prepare a typed transcript of their first demonstration recording, and assess it in accordance with a self-evaluation template provided by the instructor.
 - ii) Each student will review their second demonstration recording and work with the other members of their group to review and assess one another's pastoral care skills using an evaluation template provided by the instructor.
 - iii) Each student will submit a final written self-assessment.

Course Grades

As a pass/fail course, attendance and active involvement in the course are essential. That being said, there are only two ways you can fail this course:

1. By missing more than one course for reasons other than illness or an unavoidable emergency. If you are going to be away from class for more than one week due to illness, a doctor's note will be required. You will have to repeat the course if you are away for more than one class due to competing social or vocational commitments

2. By not handing in your assignments, or by repeatedly handing them in late.

If either set of circumstances happen for you in regard to this course, you will be required to either retake the course or accept an F on your transcript

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

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